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ABSTRACT

Individuals from a spread of stakeholder groups (i.e., teachers, parents, peers, employers, carers and agency professionals, administrators, and taxpayers) responded to six paragraph-length portraits describing schooling experiences of students with mild intellectual disabilities (MID). Supplementary interviews and surveys were also carried out. Research questions focused on the needs of MID students, concurrence in the perceptions of stakeholders with regard to such needs, and the curriculum available to MID students and discrepancy between needed and undertaken curricula. Results indicated that: (1) non-academic skill and content domains were clearly favored over the traditional academic curriculum domains; (2) teachers felt frustration at not knowing what occurred at earlier or later levels of schooling, not knowing how workplaces operate, and being unable to have enough of their eligible students participate in alternative programs; (3) employers favored a more significant proportion of academic skills involvement than did other stakeholders; (4) at least 3 years of vocational preparation was required for students with MID; and (5) students developed a more personal locus of control following engagement in workplace programs. Implications for classroom teachers and implications for teacher educators and teacher professional development are listed. Copies of questionnaires, including the six portraits describing students' schooling experiences, are appended. (Contains 18 references.) (JDD)

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CURRICULUM NEEDS OF STUDENTS WITH MILD INTELLECTUAL DISABILITIES : IMPLICATIONS FOR TEACHERS AND TEACHER EDUCATORS

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CURRICULUM NEEDS OF STUDENTS WITH MILD INTELLECTUAL DISABILITIES: Implications for Teachers and Teacher Educators

INTRODUCTION

Students with Mild Intellectual Disabilities (MID) are the largest group of students designated as having disabilities. It is they who, at least numerically, are the most engaged in systemic shifts to "inclusive" schooling. The term "mild" might be a misleading euphemism. While their disabilities are not always obvious at a glance, students with mild intellectual disabilities present great challenges to the coping skills of even the mostexperienced and committed teachers (Croll & Moses, 1985; Burton, 1991; Wilton, 1993). Many scholars, among them Choate (1993), Wilton (1993) and Casey (1994), have noted the difficulties of MID students whose school performance is characterised by slow learning rates, reliance on concrete learning experiences, short term memory weaknesses, demands for frequent and specific feedback, and poor generalisation and transfer of learning across contexts or disciplines.

The policy and practice of inclusion is not a mono-directional, special-to-regular phenomenon. In Victoria, for instance, integration policy has balanced up the numbers of students in regular schools and special schools (ACER, 1993). In Tasmania several factors, only some of which can be traced to the intentions of policy-makers, have seen a majority of MID students maintained in regular schools. Social justice, given by many advocates as the philosophical cause-and-effect of inclusion, is not, however, a product of context alone (Kauffman, 1993).

By shifting the view to one of *curriculum* we can begin to evaluate the outcomes intended by such practices as integration, ongoing inclusion, and non-mainstream provisions. It has been argued that appropriate curriculum for disabled students is not the sole province of either regular or special schooling (Brennan, 1987; Semmel, 1987; Kauffman, & Pullen, 1989)

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Curriculum theory has seen significant developments since Stenhouse (1967) and Holly (1973) first sought to challenge the "academic" concepts of curriculum purpose. Skilbeck (1976), questioned educational priorities and effectively argued a redefinition of 'core learning'. Recently education has shifted from serving a social function, being both service and right, to a more instrumentalist role in the present economic conditions, where 'economic rationalism' and productivity are the major concerns. School curriculum in many countries, including Australia, the UK and the US, now has to satisfy criteria of accountability in a management climate while at the same time developing competencies for the workplace.

Though the current dominant pressure is to view the curriculum through this perspective, there are other factors such as equity imperatives, which demand consideration. The task for theorists and practitioners has been to accommodate the normalisation ideal of full participation in mainstream curriculum area content to the variant learning characteristics of students with the widely divergent abilities. The ascendency of the academic curriculum can no longer 'hold out' the disabled. In a sense, general education has embraced the work-related orientation of technical education and has adopted two of the time-honoured curriculum priorities of special education: pre-vocational skills and citizenship.

Questions of academic versus functional curriculum may now be explored free of the limiting value judgements surrounding 'inclusion' and 'segregation' along with debates about who 'owns' special education. Alternative curricular programs have become integral to equitable provisions for all disadvantaged groups (Brennan, 1985; Halpern & Benz, 1987; Rieth, 1990; Clark, 1994).

Outcomes-directed preparation for ongoing life, work and citizenship has made a necessity of the change to flexible, multi-faceted curricular pathways. The key curricular research task is how to provide all students with commonly agreed outcomes while addressing each of their particular, context-specific, ecological learning needs.

THE PRESENT STUDY

Research Questions

Semmel (1986), argued for:

> rediscovering social-occupational education curricula for MH (mildly handicapped) children .. without a return to discriminatory practices of the pre-1960 times, nor permitting the current over-emphasis on 'watered down' academic programming (p.38).

He claimed "what we desperately need is . . . data-based research that validates the effects of different pedagogical environments on socially acceptable objectives for MH students". (p.61)

Research questions raised by problems identified in the literature and by practitioners include:

1. What are the fundamental, normative and instrumental needs[1] of students with mild intellectual disabilities? (i.e. their other-deemed *and* their personal requirements for fulfilment from education);

2. What concurrence exists in the perceptions of stakeholders with regard to such needs?;

3. What is available to MID students by way of curriculum and is there a discrepancy between their "needed" and their "undertaken" curricula?;

4. Is one curriculum enough? Can schools and teachers successfully deliver such a curriculum to *all* students? Are alternative or differentiated curricula effective or justifiable? and,

5. How can teachers, and teacher educators address the curricular needs expressed?

Methodology

A combined quantitative-qualitative methodology was used. In particular, a combination of survey (including questionnaire and interview) analysis of the literature (comprising research, theory and planning-level documentation), and field analysis of data concerning focal students' participation and assessment in school and alternative programs.

The questionnaire (see Appendix A) provided six cameos or short paragraph-length portraits each of which described student's schooling experiences. Principals and parents were consulted to verify the "representativeness" of the brief pseudonymous student histories. Upon this more informed basis, respondents from a spread of stakeholder groups (i.e. teachers, parents, peers, employers, carers and agency professionals, administrators, and taxpayers) then looked at a wide range of: (a) *lesson contents* and, (b) *outcomes* potentially available to MID students, adjudging from their perspective the relative merits of particular curricula and activities for the six students. Supplementary questionnaires, including one specific to employers, looked at broad curricular and schooling issues for MID students in general.

Students with Mild Intellectual Disabilities (the subjects of the cameos), their parents and teachers were interviewed to gain perceptions concerning the same focal points as those raised in the questionnaires.

Results

(i) Stakeholders endorsed a wider-than-schools reference group in curricular decision-making, and felt that proximal groups, i.e. parents, teachers and students should have greatest influence. Employers achieved only a moderate "influence" ranking.

(ii) 'Outcomes' data showed a favouring among stakeholders of school-developed records of development and achievement (folios) over system-wide formal qualifications.

(iii) Non-academic skill and content domains (life skills *including basic literacy;* social skills; vocational preparation) were clearly favoured over the traditional academic curriculum domains.

(iv) Employers valued prevocational skills and workplace ethics for **all** students, over academic content such as languages and science. This corroborates a US study cited by Berliner (1993).

(v) 57 percent of respondents believed life skills and prevocational skills should account for 25 of 25 hours (i.e., all) of the cameoed MID high school students' school week.

(vi) Early childhood and primary stages of schooling are considered by proximal stakeholders most likely to offer an appropriate learning program for MID students. The transition from primary to high school is seen as the greatest "pitfall".

(vii) Resource teachers from several school districts felt that while criterion-referenced assessment was capable of focussing teachers' time, the MID students, their parents and others involved in intervention programs often did not know how the system operated, nor which criteria were being addressed by particular programs.

(viii) Teachers working with MID students felt frustration at:

- not knowing what occurred at earlier or later levels, such as primary and senior secondary or TAFE;
- not knowing how workplaces operate, with many teachers having only limited work experience in non-school contexts;
- not knowing what is taught in alternative settings such as special schools or corrective institutions;
- being unable to have enough of their eligible students participate in alternative programs; and
- students needing to "act out" before they achieve nomination for alternative programs.

(ix) Work/community program tutors and trainers were unsure of criterial demands of school subjects and felt classroom teachers were not cognisant of objectives targetted in alternative settings.

(x) Employers favoured a more significant proportion of academic skills involvement than did other stakeholders.

(xi) Earlier and more intensive engagement (at least three years before leaving school) in vocational preparation domains was required for MID students. Grade 9 was the earliest stage at which employers were generally prepared to support workplace experience for MID students.

(xii) On Knight's scale (1992), students developed a more personal locus of control following engagement in workplace programs. Students expressed a belief that their "work' counted" and that they were "depended upon." It was "different to school" where "you can do as you like."

IMPLICATIONS FROM THE STUDY FOR CLASSROOM TEACHERS

Some of the implications include:

1. Differentiated curriculum emphasising functional elements can serve the "ecological" and transitional needs of MID students and others "at-risk".

2. Curriculum design, prioritisation and selection should occur in consultation with all stakeholders groups, the greatest influence coming from those most proximally involved with the student.

3. Early development of student self-awareness and choice-making should move teachers from acting "in the students' interest" to "acting upon the students' (informed) interests"; experiential knowledge of real-life options is indicated as necessary for effective negotiation with students regarding curriculum, its assessment and evaluation.

4. The mix of academic and non-academic content available to MID students must be adjusted. Labelling the provision and not the participants will be more inclusively effective, achieving cost-effective options which might otherwise be "rationalised away."

5. The number of curricular "subjects" can be reduced for MID students, with students "doubling-up" on negotiated courses/units. The cross-curricular approach will maximise focussed time on generic skills. Key common learning needs at stage-appropriate intervals should be revisited via spiral curriculum planning

6. Skill domains most rewarded by the education system and reflected in their certification systems are not necessarily those most highly regarded by employers. Not all students will rely upon formal qualifications in their job-seeking or community-role choices. Records of Achievement and Development should be continued and enhanced.

7. The pitfalls of transition from primary school to secondary school and from school to community/workplace should be anticipated by teachers and other stakeholders with a collaborative effort *resourced* by local support structures in association with both source and reception sites.

8. Primary teachers (as way-makers) and secondary teachers (as evaluators) must be able to guide any off-campus program personnel in facilitating fair accreditation or achievement records for students involved.

9. Student enterprise programs, work simulation, work experience, and vocational placement programs must be available earlier and as a greater proportion of MID students' schooling. Difficulty placing younger students in workplaces for significant periods of time should be anticipated and, where necessary, compensated for by curricular adjustments on campus.

IMPLICATIONS FOR TEACHER EDUCATORS AND TEACHER PROFESSIONAL DEVELOPMENT

The data indicate:

1. Preservice teacher preparation must achieve a more effective contextuality (Wiltshire 1994). From this process, a "working understanding" of the advantages of contextuality in learning for *all* students can be gained.

In particular, we need to be more varied in our concept of the "Practicum" and to seek out placements that will bring broader experiences centred on planned observational and interactive tasks which, in turn, become the focus of tutorial or study-group sessions with their training peers and lecturers.

2. Preservice and in-service teacher education should include active awareness of disabilities, of the learning needs of students with disabilities and of a range of skills in intervention. The teaching skills, including community negotiation of appropriate curriculum for students in mixed ability groups, should be given a significant focus.

3. Teacher educators and others involved in professional development can help maximise the acquisition of such skills in lectures, tutorials and workshops by:

- modelling a range of teaching strategies;
- modelling the advantages of cross-discipline processes such as teaching technologies and cross-curricular content; and
- including consideration of students with disabilities in their general discussions of the whole student population as a 'matter of course.'

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Note:

1. The study has been designed to elicit respondents' perceptions of the "desired" learning content and outcomes for students with mild intellectual disabilities *and* of what is "needed" or "necessary"for equitable school participation and later life. An excellent critique of both instrumental and normative "needs" is found in Garrett Thomson's book, *Needs* (1987).

TO ANSWER THE QUESTIONNAIRE, IT MAY BE EASIEST TO READ EACH "THUMBNAIL PORTRAIT" AS YOU RESPOND, CHILD-BY-CHILD.

PAUL is thirteen, shy and gentle. He lives in a comfortable family with one younger brother who has begun to puzzle that PAUL "can't do things like me but he's two years older." PAUL'S developmental markers were well behind at 2 $^1/_2$, even though he walked early. He had occupational therapy and physio and at 5 began medication for epilepsy. He has up to 22 minor absences per day and some nocturnal seizures. PAUL presents as an ordinary child but operates at a nine-year old level of maturity. His memory is very poor. He had six unhappy years at primary school, making "no progress over six years." He was teased and staff did not understand his disability, thinking him unmotivated. PAUL suffers separation anxiety and won't go alone out of sight of his home's chimney. He now attends Special School where he is happy. His parents were amazed when he went on camp this year for the first time in his life. PAUL reads at a grade two level but can't deal with money. He shows cats as a family enterprise. He enjoys woodwork and, though he kicks a football well with both feet, he is shy about playing in a team.

MEGAN is a tall twelve-year old girl who has spent her primary school years in regular school. MEGAN lives happily with Mum and Dad and is the second eldest of four children. She is presently in the senior section of a Special School, placed there for the extra attention she is able to get and for peers at her level of ability. At Primary School MEGAN had considerable individual help from aides, having long been involved in life-skills programs. While stubborn at times, she's described as a girl who can put in a big effort. High School is likely to be confusing and over her head; it scares her. Cooking has been MEGAN'S most successful activity. Though she has very basic skills in language and maths, her writing is quite neat. MEGAN'S parents set a priority on her gaining independence skills (such as balancing a budget) for when she's "out on her own." MEGAN talks enthusiastically about leaving home at 18.

ANGELO is thirteen, in Grade 7 at (Regular) High School. An only child, he has attended six primary schools and may yet attend another high school by year's end. His parents, who have initiated the moves, maintain he is quite "normal" but Guidance Officers have assessed him as having serious verbal and logical problems, warranting Special School. His mother maintains he is "just lazy." ANGELO writes reasonably well but very slowly, stringing sentences together with rambling, disconnected meaning. He is physically frail and a loner among peers. Though he can't keep up with ordinary school subject work, he has not, until recent months, been involved in Life Skills programmes. His school has funded aide time for him (2 hrs/wk). ANGELO favours T.V. and reading for leisure but has little time for it because of the housework he does at home. In addition to ordinary homework, his stepfather asks him to do "*extra* learning practice to help him catch up." ANGELO doesn't know what he wants to do after he leaves school.

TO ANSWER THE QUESTIONNAIRE, IT MAY BE EASIEST TO READ EACH "THUMBNAIL PORTRAIT" AS YOU RESPOND, CHILD-BY-CHILD.

SALLY is nearly fifteen, and has attended Special School for five years. She is the eldest of a large family and is good with babies and infants. SALLY has "street literacy," being able to follow a shopping list, signs, find and write her name and write her phone number. She can't read books or recipes (other than those trained.) She has money recognition skills but no change computation. SALLY'S real talent lies in woodwork where she has excelled her peers, both male and female, for some years. She can turn lathed shapes to a pattern and effect halving joints by her own methods. Apart from measuring skills, her ability with wood is, according to her teacher, "equal to a good level two student." SALLY wants to leave school at the end of the year because some of her older friends have gone on to work in a sheltered workshop in the city. Her mother wants her to stay home and help with the family.

PETER is just sixteen and has repeated one grade at primary school. He is living with his Mum but has moved back with his Dad on and off many times. Dad, who can't read, does backyard car-work, and Mum, who reads "O.K." does some cleaning. PETER attends a big High School and can't wait to finish. He had to integrate from Special School after primary age. At Special School he learned to use a lathe well, do basic joinery and to play the recorder quite competently. High school has been hard. He is withdrawn from English, Maths and Social Science, to work with a Special Needs teacher in a group, but has managed reasonably well in manual arts and rural science. PETER is a reluctant learner who has no plans for post-compulsory education or employment. He was given a chance at Launceston Student Workshop but lost his temper when told what to do. He likes to blend among his peers and would rather not try than "look dumb." He has no functional literacy and can perform only the most basic number operations. However, while at Special School, he was the school's most ardent and successful fund-raiser via raffle tickets.

KEITH is fifteen, living in a country town with his parents and one sister. He attends the local District High School, doing his language-based lessons with the "special needs" teacher and the other subjects like Rural Science with the subject teachers. KEITH was identified in kinder as having serious learning delays. His mother denied this at first, proving to his teacher's surprise that he *could* count at home and do some things that he was not showing at school. In the long run, however, his family acknowledged that he did have a disability and needed more time and special attention if he was to learn much at school. KEITH learns best by watching and copying. He is good with mechanical work and also agriculture. He wants to drive a truck when he's old enough and pesters his family to help him swat for an orally-tested driver's licence next year. Though he can't read much at all, he did learn to write down accurately the names of customers charging petrol at a service station over the holidays. KEITH may board in the city later this year to attend the Student Workshop where he could learn more workplace skills.

A WAY TO GO..... SURVEY OF STUDENT NEEDS (PAGE 3)

➡ Q. HOW IMPORTANT IS IT FOR THESE STUDENTS TO HAVE THESE THINGS IN THEIR LEARNING ?

The scale is :

0 = not important at all; 1= a small need; 2 = desirable; 3 = fairly important; 4 = of great importance

LESSONS FOR...	SALLY	PETER	KEITH
1) Life Skills (e.g.cooking for self or group., public transport,)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2) Basic reading and writing (Newspaper, sign name, recipes etc)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3) Manual skills such as building, sewing, basic maintenance)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4) Craft skills for hobby purposes.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5)Work/job-finding skills (ads,/interviews)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
6) Health & physical development including sports for leisure	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
7) Social skills: making friends, leisure and group activities, good manners etc.)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
8) T.C.E. subjects T.E. as in main nal curriculum	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
9) Driver training and car care	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
10) Special pre-work training like Launceston Student Workshop	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
11) Gardening skills for home growing	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
12) Farm work skills/ wood-getting,fencing etc.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

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A WAY TO GO ..... SURVEY OF STUDENT NEEDS (4)

➡ Q. HOW IMPORTANT IS IT FOR EACH OF THE STUDENTS TO ACHIEVE THESE THINGS ?

The scale is :

0 = not important at all; 1= a small need ; 2= desirable ; 3= fairly important; 4= of great importance

OUTCOMES	SALLY	PETER	KEITH
1) T. C. E. Certificates	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2) Records of Achievement	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3) Work or job skills	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4) Independence of living and getting around	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5) Self-care and health awareness	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
6) Social ability as in courtesy, assertiveness and sharing.	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
7)Happiness or contententment	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
8) Effective communication skills	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
9) Reading and writing skills to the child's potential	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
10) Fulfilment or sense of accomplishment	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

(Identical format sheets on outcomes and lessons were provided for responses regarding "Sally, Peter, Keith, Paul, Megan and Angelo".)

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SUPPLEMENTARY QUESTIONS:

1. Who *should* be the **most influential** of the *stakeholders* in the education of a Mildly Intellectually Disabled student? Rank from 1-8 (1 = most important, 8 = least important.)

- ☐ *student himself / herself*
- ☐ *teacher/s at school*
- ☐ *potential employers*
- ☐ *parent/s or guardians*
- ☐ *taxpayer*
- ☐ *education administrators*
- ☐ *community agencies/carers/ trainers*
- ☐ *other*.....

.....

2. In which one of the above categories would you place yourself? .....

3. How many *stakeholder* groups should be consulted in order to design appropriate curriculum or learning programs for M.I.D. students? (circle)

one *a few* *all*

4. Which stage of regular schooling is **most** likely to provide an appropriate learning program for M.I.D. students? (circle one)

Kinder *Prep/1/2* *3-6* *7/8*

9/10 *11/12* *T.A.F.E.*

5. Approx. how many hours of an M.I.D. student's High School week (out of 25) should be spent on developing the following? (circle)

Daily living/social skills..... 0 , 2 , 5 , 10 , 15 , 20, 25

Pre-vocational skills (workplace-type skills)... 0 , 2 , 5 , 10 , 15 , 20, 25

6. How aware were you of such children before reading this questionnaire? (circle)

not at all *a bit* *adequately* *very*

7. Would you like access to the findings of this survey/study? Yes / No

If Yes, please include a suitable address.

QUESTIONNAIRE TO EMPLOYERS

1. N.B. This particular question pertains to all employees, not only M.I.D. employees.
Please rank the following in terms of **importance as skills for employment**:
Scale: ***1*** *= most important,* ***2****= fairly important,* ***3*** *= not very important,*
4 *= of no importance.* (Circle for each)

Mathematics.....	1	2	3	4	**Honesty, Integrity**.....	1	2	3	4
Follow directions..	1	2	3	4	**Foreign Language**	1	2	3	4
Social Sciences.....	1	2	3	4	**No Substance Abuse**...	1	2	3	4
Respect Others....	1	2	3	4	**Natural Sciences**.....	1	2	3	4
Computer Programming	1	2	3	4	**Punctuality/ Attendance**	1	2	3	4

2. Where an ordinary High School week involves around 25 " hours ", how many of those should be spent *by the student with a Mild Intellectual Disability* on: (circle for each skill area)

LIFE SKILLS.....0,	2,	5,	10,	15,	20,	25
PREVOCATIONAL SKILLS.....0,	2,	5,	10,	15,	20,	25
ACADEMIC SKILLS.....0,	2,	5,	10,	15,	20,	25
SOCIAL SKILLS.....0,	2,	5,	10,	15,	20,	25

3. Which stage of regular schooling (i.e. mainstream) is ***most*** likely to provide an adequate learning program **for students with Mild Intellectual Disability?** (Circle one)

Kinder *Prep/1/2* *3 - 6*

7/8 *9/10* *11/12* *T.A.F.E.*

4. Do you think that M.I.D. students should begin Work Experience programs *at least three years* before the end of their schooling?

Y N unsure

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5. *Would you be prepared to offer any of the various periods of Work Experience over a year's length (e.g. in five-day blocks) to an M.I.D. student of the following ages? PLEASE NOTE THIS IS NOT A REQUEST FOR STUDENT PLACEMENT. (Circle response in each box)*

	10 days	30 days
Grade 7	**Yes / No**	**Yes / No**
Grade 8	**Yes / No**	**Yes / No**
Grade 9	**Yes / No**	**Yes / No**
Grade 10	**Yes / No**	**Yes / No**

6. *Would you be prepared to offer 120 hrs of Work Placement (unpaid) to M.I.D. students of the following ages?* ***Note, a T.C.E. Grade 11 & 12 Syllabus has recently been made available, requiring 120 hrs / yr of Work Placement.*** *Examples given include 1 day / wk.; 3 blocks of 2 weeks; or a single block of 5 weeks. (Circle Yes or No)*

Grade 11 ..... **Yes / No** **Grade 12** .... **Yes / No**

7. *If there are any conditions under which you would change any of the above responses from* ***No*** *to* ***Yes*** *, please state briefly what they are:*.....
.....
.....

8. *What* **preparation** *and/or* **on-site help** *would you expect from school personel for M.I.D. students on Work Experience in your work-site?*
.....
.....
.....

9. *Under what conditions would you* ***employ*** *an M.I.D person ? (tick any or all)*

- ❍ none
- ❍ weekly on-site visits from a job-trainer
- ❍ under-award wages (value-for-work)
- ❍ reduced working hours (pro-rata pay)
- ❍ off-site training for part of each week
- ❍ short "trial period"

Thank you for completing the questionnaire. Please use the *ENCLOSED POSTAGE - PAID ENVELOPE* to return it to me as soon as possible.

Rob Andrew

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